

eLearning Services Instructor Handbook

Fall 2026

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eLearning Services

Lewis-Clark State College
500 8th Ave
Sam Glenn Complex 214
Lewiston, ID. 83501

208-792-2239

eLearning@lcsc.edu
www.lcsc.edu/eLearning

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Role of eLearning Services

The eLearning Services (eLS) department at LC State facilitates a variety of technology-enhanced instruction, including fully online, hybrid, virtual remote and web-enhanced lecture courses through the Canvas learning management system (LMS).

eLearning Services Staff

Dawn Lesperance, M.S.

Director of eLearning Services, Center for Accessibility & Testing

Office: SGC 214

Email: sdlesperance@lcsc.edu

Angela Wilson, MET

Senior Instructional Designer

Office: SGC 214

Email: acwilson@lcsc.edu

Carrie Kyser, M.Ed.

Senior Instructional Designer

Office: SGC 214

Email: ckkyser@lcsc.edu

Elisabeth Murillo

Instructional Designer

Office: SGC 214

Email: emmurillo@lcsc.edu

Emergency Notifications

[Warrior Alerts](https://www.lcsc.edu/public-safety/safety-on-campus/warrior-alerts) (Full URL: <https://www.lcsc.edu/public-safety/safety-on-campus/warrior-alerts>) is an institution-wide, multi-modal (email, text message, voice, and text-to-speech) emergency notification system. All College employees and students are enrolled automatically through employee and student database modules upon employment/enrollment. You must remain enrolled to receive Emergency Notifications and Timely Warnings that are issued to the campus.

Students and Employees are encouraged to log into WarriorWeb to verify their contact information is correct and up to date to ensure you receive alerts.

Instructional Design Support

eLearning Services employs three Instructional Designers (IDs) to provide instructors with course design support and best practices for course content creation and delivery.

The IDs provide support and consultation only; they do not create course content for instructors. Instructors should contact the lead designer for their division first. If that person is not available (vacation, out sick, etc.) or it has been more than 48 hours (excluding weekends) since the initial request for help, instructors may reach out to another ID.

Angela Wilson

Senior Instructional Designer

acwilson@lcsc.edu



[*Book an Appointment with Angela*](#)

- School of Health Professions
- LC State Elevate
 - Graduate Studies
 - Adult & Prison Education
- Business
- Teacher Education

Carrie Kyser

Senior Instructional Designer

ckyser@lcsc.edu



[*Book an Appointment with Carrie*](#)

- School of Career & Technical Education
 - CTE and T&I
 - Workforce Training
 - Adult Learning Center
- Student Affairs
- Student Development

Elisabeth Murillo

Instructional Designer

emmurillo@lcsc.edu



[*Book an Appointment with Elisabeth*](#)

- School of Arts, Sciences, and Innovation
 - Social Sciences
 - Arts & Letters
 - Math & Science
- Library
- Center for Teaching and Learning
- Early College

Accessibility in Online Courses

In April 2024, the Department of Justice (DOJ) published a rule that establishes guidelines to ensure state and local governments websites and mobile apps are accessible to people with disabilities. LC State, being a state school, is subject to the compliance deadline of April 2027.

With this deadline in mind, faculty should work with their Instructional Designers and Accessibility Services staff, to ensure all documents in Canvas are accessible. All content delivered in Canvas is expected to meet accessibility laws and standards, per the American Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act.

It is the responsibility of the course instructor to ensure all content posted to Canvas complies with Federal accessibility guidelines.

eLearning Services offers guidance on how to create accessible course content. In addition, all faculty are enrolled in a resource course titled “Access for All.” This course contains modules for creating accessible Word documents, PowerPoint presentations, Excel sheets, instructor-created videos, and PDFs. There is also a module on accessible color use, accessible course design strategies, and using the built-in accessibility features in Canvas. If you don’t see this course on your Canvas Dashboard or in your “All Courses” list, email your lead Instructional Designer to be enrolled.

Accessibility Checker in Canvas

Canvas has two different Accessibility Checkers available to users. One is a course wide accessibility checker (note this does detect errors in added course resource materials (documents, video files, .pdfs). The other tool checks the content added in Rich Content Editor in Canvas.

Course Accessibility Checker

This tool will detect common accessibility errors within your course by scanning native Pages & Assignments. The tool is especially helpful to use while designing your course as it will focus on the high-impact rules that most commonly affect users.

[Canvas Community: How do I use the Accessibility Checker in Canvas?](https://community.instructure.com/en/kb/articles/664351-how-do-i-use-the-accessibility-checker-in-canvas)

(Full URL: <https://community.instructure.com/en/kb/articles/664351-how-do-i-use-the-accessibility-checker-in-canvas>)

Rich Content Editor Accessibility Checker

The Rich Content Editor in Canvas includes an accessibility tool that checks common accessibility errors within the editor. You can use the Accessibility Checker to design course content while considering accessibility attributes.

[Canvas Community: How to use the Accessibility Checker](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Accessibility-Checker-in-the-Rich-Content/ta-p/820)

(Full URL: <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-the-Accessibility-Checker-in-the-Rich-Content/ta-p/820>)

Canvas Overview

All courses at LC State have an online course space, which is facilitated through the Canvas learning management system (LMS).



What is Canvas?

Canvas is an LMS designed by Instructure. An LMS is an application for the administration, documentation, tracking, reporting, and delivery of instructional courses. All fully online and hybrid courses at LC State are delivered through Canvas, and all face-to-face courses have a course space in Canvas that must, at a minimum, contain the course syllabus and faculty contact information.

Gaining Access to Canvas Courses

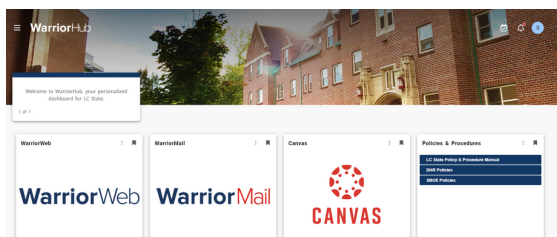
For an instructor to receive a user profile in Canvas, all new-hire paperwork must be completed, and the instructor must complete the FERPA tutorial. To have access to their Canvas course(s), the instructor must be assigned as the instructor of record for the course through the Registrar. The Division Chair must submit instructor assignment requests to the Registrar. New or modified instructor assignment requests can take up to 48 hours to be reflected in Canvas.

Accessing Canvas

You will access Canvas by using Single Sign On (SSO) through the [WarriorHub](https://www.lcsc.edu/warriorhub) (Full URL: <https://www.lcsc.edu/warriorhub>). It is recommended to bookmark this webpage.

To sign in, click on “WarriorHub Sign in” and follow the steps on screen to gain access. The WarriorHub page also includes links to “What’s my Username,” “What’s my Password,” and “How-To Guide” that will help users access their login information if unknown.

Once you’re logged in, you will see your WarriorHub Dashboard. If you do not see the Canvas tile, or other applications you need, scroll down and click on the “Discover More” button. Locate and bookmark the Canvas tile and any others you want to have on your Dashboard. Click “WarriorHub” in the upper left to return to the Dashboard.



Canvas App for Teachers



The Canvas Teacher app allows teachers to manage certain aspects of their course, communicate with students, and grade assignments from a mobile device. Download the Canvas Teacher app on Android and iOS devices.

When first logging in, click 'Find my School' and enter "LC State" in the search bar. After that, two options will pop up: LC State SSO or LC State WFT&WPE. Select the LC State SSO option and enter your SSO credentials to log in to the app.

For more information about the Canvas Teacher app, refer to these resources:

- [Canvas Teacher iOS Guide](#)
- [Canvas Teacher Android Guide](#)

Canvas App for Students



The Canvas Student App allows students to access their courses using a mobile device. Students can submit assignments, participate in discussions, view grades, and access course materials. The app also provides access to course calendars, To Do items, notifications, and Conversation Inbox messages.

When first logging in, students will click 'Find my School' and enter "**LC State**" in the search bar. After that, two options will pop up: LC State SSO or LC State WFT&WPE (Workforce Training & Writing Placement Exam). Currently enrolled students with an LC State Warrior email will select the LC State SSO option to log in to the app. Students who are not currently enrolled and who do not have an LC State Warrior email address will select "LC State WFT & WPE" as their institution to log in.

Canvas Student is available for Android and iOS devices. Students can learn more about the Canvas Student app at these links:

- [Canvas Student Android Guide](#)
- [Canvas Student iOS Guide](#)

Learn to use Canvas

eLearning Services offers live and self-paced options for learning Canvas. To learn about in-person opportunities, reach out to your instructional designer.

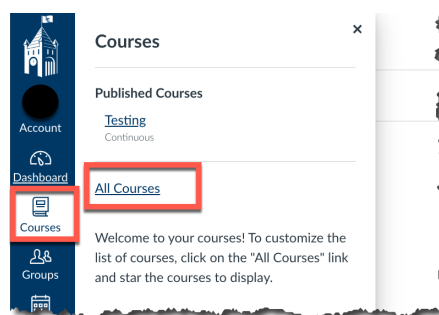
Growing with Canvas

All LC State faculty are enrolled in "[Growing with Canvas](#)," which is a self-paced course on how to use Canvas.



“Growing with Canvas” has modules of content that guide users through everything they need to know to get started using Canvas. The course uses a combination of Canvas Videos and Canvas Text Guides to teach the content.

If you don’t see “Growing with Canvas” on your Dashboard when you sign into Canvas, go to “Courses” in the left-hand global navigation menu, then select “All Courses.” You may need to ‘star’ the “Growing with Canvas” course to have it display on your Dashboard. If you don’t see the course in “All Courses,” email your lead Instructional Designer to be enrolled.



Canvas Calendar

You can import your Canvas calendar into your Microsoft Outlook Calendar. The calendar feed will contain events and assignments from all your Canvas calendars, including reserved Appointment Scheduler slots. Once you have subscribed to the calendar feed, you can remove the calendar feed at any time.

- [How do I subscribe to the Calendar feed using Outlook as an instructor?](https://community.instructure.com/en/kb/articles/662801-how-do-i-subscribe-to-the-calendar-feed-using-outlook-com?utm_source=community-search&utm_medium=organic-search&utm_term=How+do+I+subscribe+to+the+Calendar+feed+using+Outlook+as+an+instructor) (Full URL: https://community.instructure.com/en/kb/articles/662801-how-do-i-subscribe-to-the-calendar-feed-using-outlook-com?utm_source=community-search&utm_medium=organic-search&utm_term=How+do+I+subscribe+to+the+Calendar+feed+using+Outlook+as+an+instructor)

Course Availability Information for Instructors & Students

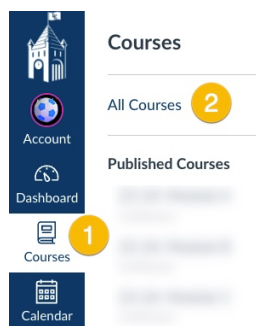
When do classes become available in Canvas for Instructors?

Courses for the upcoming semester become available to faculty in Canvas the day after the class and time schedule is finalized in Colleague by the Registrar. The Registrar publishes that date in the [LCSC Academic Calendar](https://www.lcsc.edu/registrar/academic-instructional-calendars) (Full URL: <https://www.lcsc.edu/registrar/academic-instructional-calendars>). When the course schedule is finalized, all courses and instructor assignments will appear in Canvas. In general, summer and fall semester courses open to instructors in mid-March and spring semester courses open to instructors in mid-October.

When do Instructors lose access to Canvas courses each semester?

Faculty will always be able to access past semester classes that were taught in Canvas. However, 48 hours after the “grades are due” date and time, Canvas classes automatically go into a “read-only” state to preserve the content as it was taught for archiving purposes. In the “read-only” state, no changes can be made to the course content and no grading can be done. If you need to make changes to a class that’s in the “read-only” state, please contact your Instructional Designer.

Past-term courses are automatically removed from an instructor’s Canvas Dashboard at the end of the term. To access past-term courses, go to “Courses” [1] and click on “All Courses” [2].



When do classes become available in Canvas for Students?

Traditional term Canvas courses become available to students on the Friday before the official start date of the term. All classes auto-publish on that day. Access to online course spaces on the Friday before the first day of the term allows students to confirm their login information and verify that all courses for which they are enrolled appear on their dashboard in Canvas. Instructors are not required to have course content, **other than the syllabus**, available at this time and cannot require students to complete course activities during this early access period.

Session B Courses are available on the first day of class.

Students do not gain access to late-start courses until the late-start date. There is no early access for late-start courses.

How do students get added to Canvas Courses?

Course enrollments are automated based on information from the Registrar’s office. Instructors cannot manually enroll students in online courses. eLearning Services will not manually add students to a for-credit Canvas course. Adds and drops that are processed with the Registrar can take up to 24 hours to be reflected in Canvas.

How and when are students notified of how to access Canvas?

Students enrolled in all spring and fall courses will receive an email from eLearning Services to their Warrior Mail account one week before courses open. The email contains instructions on how to access online courses through Canvas and how to access “Passport to Canvas,” a non-credit course that teaches students how to use Canvas.

When do students lose access to their courses at the end of each semester?

All classes in Canvas allow student access until 11:59pm on the Sunday following finals week. For example, if the semester ends on Friday, December 18th, students will have access to classes until the end of day on Sunday, December 20th. After that time and date, students will not have access to the course. It is recommended to remind students of this prior to the end of the semester in case they need to download assignments for portfolios.

What happens when faculty assign a grade of “Incomplete” for an online/hybrid course?

Faculty must assign a grade of “Incomplete” in WarriorWeb for a closed course to be re-opened to a student after the end of the term. Incomplete grades are processed by the Registrar and a list is provided to the Canvas Administrator. Courses are processed and re-opened in order of most recent expiration date, and students receive notification via their Warrior Mail account when their Incomplete course becomes available to them. This process can take several days to complete; thus students may not have access to the class for a few days after the regular semester ends.

Canvas Technical Support and Help

Canvas help for faculty is accessed from within Canvas via the “Help?” link on the global navigation menu. Canvas Help is available 24/7. If you encounter an error message in Canvas, accidentally delete content, can’t remember your Canvas password, or experience some other form of technical issue, please contact Canvas Technical Help.

From the “Help?” link you can:

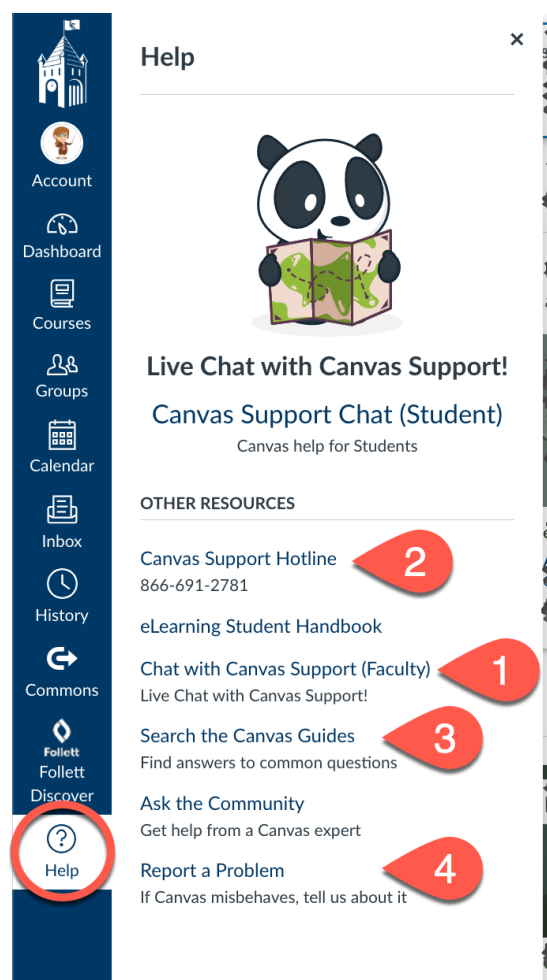
1. [Chat with Canvas Support](#) – This usually has the quickest response time; instructors can chat directly with a Canvas support tech (recommend)
2. Call the Canvas Support Hotline (866-691-2781)
3. [Search the Canvas Guides](#) – Find answers to common questions
4. Report a Problem - Submit a ticket with Canvas for a personal response from the Canvas support team

Web Browsers for Canvas

Canvas supports the current and first previous major releases of the following browsers:

- **Google Chrome**
- **Mozilla Firefox**
- **Microsoft Edge** (Canvas no longer supports Internet Explorer)
- **Safari for Mac**

Always use the most current version of your preferred browser. eLearning Services recommends using Google Chrome or Mozilla Firefox for best results.



Canvas Resources for Students

Instructors are not expected to teach students how to use Canvas. Several resources are available for students to learn how to navigate Canvas and complete course tasks.

Passport to Canvas

All LC State students are enrolled in “Passport to Canvas” which is a self-paced training on how to use Canvas. “Passport to Canvas” takes participants through everything they need to know about using Canvas as a student.



LC State Template Resources for Students

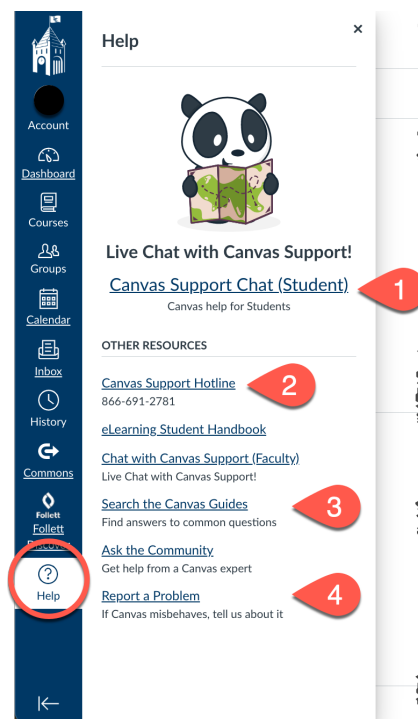
All courses that have the most recent LC State Template contain links on the course Home page to Canvas support for students. If your course Home page doesn't contain these links, you can email your Instructional Designer to ask that they be added to your course.

Canvas Help for Students

When students need help with Canvas, they should contact Canvas Help. Canvas Help is available 24/7 and is available online or by phone. To access Canvas Help, students can click on “Help?” in the Global Navigation on the left-hand side of Canvas. “Help” is also available on the Canvas login page for Workforce Training students.

From the “Help?” link, students can:

1. [Chat with Canvas Support](#) – This usually has the quickest response time; students can chat directly with a Canvas support tech
2. Call the Canvas Support Hotline (866-691-2781)
3. [Search the Canvas Guides](#) – Find answers to common questions
4. Report a Problem - File a ticket directly in Canvas for a personal response from the support team



Official Grades

Final grades are determined by the instructor and must be submitted through WarriorWeb. Canvas does not automatically transfer grades to WarriorWeb. In addition, grades displayed in Canvas may not accurately reflect students' final, official grade for a course, as determined by the instructor.

Proctored Exams

Please visit the [LC State Testing Center website](https://www.lcsc.edu/testing-center/) (Full URL: <https://www.lcsc.edu/testing-center/>) for information on the hours and policies of the LC State main campus Testing Center, satellite testing centers, and other remote proctoring options.

Recommended Software and Apps

eLearning Services has preferred/recommended software and apps to use for educational purposes. An overview of the technology is below, along with information on support for the tools (please note that support is not always provided by eLearning Services).

Panopto

Panopto is a video capturing/editing program that all faculty have access to within Canvas to create video content. Panopto generates easily editable auto-captions, allows for quizzing during student playback, creates searchable captions and chapters, and much more, to increase student engagement with video content.

YouTube

YouTube is a free video hosting platform that was used by LC State to host faculty-created video content prior to the adoption of Panopto. Faculty are encouraged to transition from hosting content on YouTube to using Panopto, but existing YouTube content created by faculty will continue to work within Canvas.

Microsoft 365

LC students, faculty, and staff have access to Office 365 for Education, which includes free access to the web-based versions of Outlook, Word, Excel, PowerPoint, and OneNote, as well as online file storage on Microsoft OneDrive. LC State IT provides support for Office 365 accounts.

Microsoft Teams

Microsoft Teams is video conferencing software available to all staff and faculty at LC State. Teams has replaced Zoom as the Canvas-integrated video conferencing platform for faculty to use with students in Canvas courses. Teams provides video, microphone, text chat, screen sharing, and more. To learn how to use Teams, please contact the IT Helpdesk. If you need assistance enabling Teams within your Canvas courses, contact your Instructional Designer.

Snagit

Snagit is a software program for creating video content and screen captures. Instructors can have Snagit installed by submitting an IT Help Desk ticket. Instructors should refer to [Techsmith's website for Snagit tutorials](https://www.techsmith.com/tutorial-snagit.html) and technical support (Full URL: <https://www.techsmith.com/tutorial-snagit.html>).

GetMarked

GetMarked is a web-based platform that converts quiz and exam documents into Canvas-compatible quiz files. The software accepts Word, PDF, RTF, plain text, and several other common document formats. Prior to creating the Canvas quiz file, users can review and edit their imported questions. GetMarked can be accessed in all Canvas courses; contact your Instructional Designer to get started.

Respondus LockDown Browser

Respondus LockDown Browser (RLDB) is a web browser that prevents students from navigating to other web pages, accessing other areas of Canvas, and opening other programs during a test delivered in Canvas. RLDB is used for added test security to "lock" the student into the exam once they begin the exam. All faculty are enrolled in a LockDown Browser training course in Canvas, which provides information on how to configure RLDB for exams, and how to prepare students to take an exam that requires RLDB.

Respondus Monitor

Respondus Monitor is a software tool that works in conjunction with the Respondus LockDown Browser. The tool records the student through his or her webcam while taking an exam, thus deterring the student from accessing other devices or people for assistance during an "at-home" exam. The recording flags suspicious behavior, such as the test-taker leaving the area visible to the webcam, a second face entering the area, or the camera being tilted away from the test-takers face. After the exam, instructors can review the recordings to check for suspicious behavior.

All faculty are enrolled in a LockDown Browser training course in Canvas, which provides information on how to configure Monitor and how to prepare students to take an exam that requires Monitor.

Canvas Commons



Commons is a learning object repository that enables Canvas users to find, import, and share resources. eLearning Services uses Commons to provide LC State-specific content for faculty to import into their courses (ex. Respondus LockDown Browser for Students). Faculty can also use Commons to find content created by other Canvas users. Content found on Commons should be reviewed for accuracy before being imported.

- [How do I use Commons?](https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-use-Commons/ta-p/1795) (Full URL: <https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-use-Commons/ta-p/1795>)

When updates are made to imported Commons content, you will receive a notification. When a modified resource is re-shared to Commons, users who have imported a copy of that resource in Commons prior to the update will have the option to update the resource. When an update is available, it will appear in the updates page, in the notifications center, and in the resource detail page.

- [How do I view updates to resources I previously imported from Commons?](https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-view-updates-to-resources-I-previously-imported-from/ta-p/1797) (Full URL: <https://community.canvaslms.com/t5/Canvas-Commons/How-do-I-view-updates-to-resources-I-previously-imported-from/ta-p/1797>)

AI in the Classroom

LC State encourages faculty to use Artificial Intelligence (AI) programs and apps at their discretion. Clear communication about how, or if, you would like AI used in your classroom will ensure student success in your course.

To help you communicate your expectations to students regarding AI use in your classroom, the LC State AI Committee has provided sample statements you can use in your syllabus. These can be found on the [Information for Faculty](https://www.lcsc.edu/academic-affairs/information-for-faculty) section of the Academic Affairs website, under Syllabus Resources (full URL: <https://www.lcsc.edu/academic-affairs/information-for-faculty>).

Additionally, the Idaho Statewide AI Alliance has generated a statement of shared principles that may be helpful for instructors to review when creating an AI Use Policy for their courses. [Review the Generative AI in Higher Education in Idaho document here](https://idaho.pressbooks.pub/airesourceguide/front-matter/idaho-statewide-ai-alliance-statement-of-shared-principles/) (full URL: <https://idaho.pressbooks.pub/airesourceguide/front-matter/idaho-statewide-ai-alliance-statement-of-shared-principles/>).

eLearning Policies and Procedures for Instructors

Policy:

Lewis-Clark State College, Instructional Policy (2.130)

- A. Course Syllabi in all LC State Courses
- B. Accessibility in the Learning Management System (LMS)
- C. Synchronous Communication Tool Use

Procedures:

- D. Division Accounts
- E. Course Prep Accounts for New Hires
- F. Teaching Assistant Accounts
- G. Non-LC State Teaching Assistant Accounts
- H. Course Access
- I. Vender Content Adoption
- J. Incomplete Grades
- K. Course Archiving
- L. Section Merges
- M. Alternative Term Courses
- N. Development Shells
- O. Organization Course Shells

LMS Policies

All policies regarding the LMS, including use, accessibility, and definitions originate from the LC State, [Instructional Policy \(2.130\)](https://www.lcsc.edu/media/5vyfcl1/2130-instruction.pdf) (full URL: <https://www.lcsc.edu/media/5vyfcl1/2130-instruction.pdf>).

As stated in that policy, “the purpose of this policy is to define expectations in the delivery of instruction at Lewis-Clark State College (LCSC).”

The first 3 eLearning policies are derived from and provide clarification for items within this Instructional Policy.

A. Course Syllabi in all LC State Courses

Policy Statement: All courses, regardless of delivery format, will have a current, accessible syllabus posted in the LMS.

Course Syllabi should be posted in Canvas, under the Syllabus menu tab, no later than the Friday before the first day of class, when courses are made available to students.

LC State utilizes a syllabus template for all courses, including dual credit. These templates can be found on the [Information for Faculty](https://www.lcsc.edu/academic-affairs/information-for-faculty) section of the Academic Affairs website by clicking on the appropriate block under the Syllabus Resources section (full URL: <https://www.lcsc.edu/academic-affairs/information-for-faculty>).

Per the LC State Instructional Policy, all course syllabi conform to the college standard by including, at a minimum, the elements listed here:

- (1) Course Name, prefix and number, semester and year, credits / credit hours.
- (2) Instructor's name, email address, telephone number, office location, office hours.
- (3) General Education: "General Education Competency Area: XX Foundation or Way of Knowing" – General Education courses only.
- (4) Course Description from catalog; additional course description / detail is optional.
- (5) Course pre-requisite site(s) / Co-requisite(s).
- (6) Course Learning Outcomes.
- (7) Required Text/ Materials.
- (8) College grading scale.
- (9) Course grading scale.
- (10) Course communication policy / expectations [Generally, when might a student expect a response to an email or phone message].
- (11) Assignment / feedback expectations. [Generally, when might the student expect to receive a grade or feedback on an assignment].
- (12) Note: Faculty are encouraged to include a statement in each course syllabus that describes circumstances which may require a change in the course schedule. For internship, field experience, practicum, clinical, shop, or laboratory courses, consider including a statement about how missed hands-on hours will be completed.

Additionally, in fall 2025, per senate bill 1198, all LC State syllabi are required to include the *State Law, Academic Freedom, and Course Expectations* addendum. This information can be found on the [Information for Faculty](https://www.lcsc.edu/academic-affairs/information-for-faculty) section of the Academic Affairs website under Syllabus Resources (full URL: <https://www.lcsc.edu/academic-affairs/information-for-faculty>).

Approval Authority: Approved/reviewed by the Director of eLearning Services; August 2026.

B. Accessibility in the Learning Management System (LMS)

Purpose: This policy outlines requirements for all course material housed within LC State's Learning Management System (LMS), currently Canvas, to meet the Americans with Disabilities Act (ADA) requirements by utilizing Universal Design principles.

Policy Statement: Title 5 of the ADA makes it clear that online classes must meet certain criteria to lawfully fulfill accessibility requirements. Section 508 of the Rehabilitation Act states: "Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended."

Scope: All matriculating and non-matriculating, fully online (designated WEB in Colleague), hybrid (designated HYB in Colleague), enhanced face-to-face courses (designated LEC in Colleague), and dual credit sections are covered by this policy.

Procedures: As new courses are developed, or as existing courses are updated, all materials for those courses that are housed in the LMS must meet ADA requirements for accessibility. Information for making accessible content is available to all LC State instructors and staff in the Canvas organization "Access for All." All current LC State faculty and staff are enrolled in this organization.

Roles/Responsibilities: Instructors assume all responsibility for creating and maintaining ADA compliant materials within their courses. Assuring compliance with all aspects of this policy lies with the divisions. Support for ADA compliant course materials is provided by eLS Instructional Designers.

Approval Authority: Approved/reviewed by the Director of eLearning Services; August 2026.

C. Synchronous Communication Tool Use

Purpose: Conferencing tools in Canvas – Microsoft Teams

Rationale: The purpose of this policy is to ensure instructors use the synchronous communication tools within Canvas effectively and to the best benefit of the student.

Synchronous communication tools include, but are not limited to, Google Hangouts, Microsoft Teams, Zoom, and Adobe Connect. Microsoft Teams is the only synchronous communication tool supported within the LMS at LC State. Other synchronous communication tools are considered “use at your own risk” and no product support will be given for them by eLS.

Policy Statement: eLS supports the use of Microsoft Teams in Canvas.

Scope: All matriculating, fully online (designated WEB in Colleague), hybrid (designated HYB in Colleague), and enhanced face-to-face courses (designated LEC in Colleague) sections are covered by this policy. Non-matriculating or other special sections may be subject to this policy as determined by an established Memorandum of Agreement.

Procedures: In a fully online, matriculating course an instructor cannot require students to attend a Microsoft Teams session for a grade unless students who are unable to attend can achieve the same grade by viewing a recording of the session (participation in a synchronous session cannot be part of the grade).

Roles/Responsibilities: Training to use the associated technologies needed to comply with this policy falls within the purview of the LC State Instructional Designers. Assuring compliance with all server-related aspects of this policy lies with the Instructional Technology Administrator. They may task appropriate personnel with meeting the same.

Approval Authority: Approved/reviewed by the Director of eLearning Services; August 2026.

LMS Procedures

D. Division Accounts

Purpose: Roles within Division Accounts

Rationale: Division chairs, faculty, and staff need to be able to review online courses for promotion, tenure, academic disputes, peer review, accreditation, and other purposes.

Procedure: Prior to the beginning of each semester, the Instructional Technology Administrator, or designee, will review the two accounts for each division and make edits as needed for appropriate access. One account is exclusively for use by the Division Chair; the other is to be shared with any qualified division employee, or designated individual (i.e., accreditation reviewer) to conduct the activities listed under “Rationale.” The Instructional Technology Administrator will add these two accounts to all WEB sections belonging to a division when those sections are pushed from Colleague to the LMS. LEC and HYBF sections may also be added at the request of a Division Chair.

E. Course Prep Accounts for New Hires

Purpose: Division specific “Course Prep” accounts for new hires to prepare their course development

Rationale: Due to recent policy updates to minimize security risks, newly hired instructors will be granted system access, including account creation, 7 days before their contract starts. To provide new hires with a reasonable and realistic timeframe for course development and preparation, each Division will have an individual Course Prep account for providing general Canvas access to their new hires for their course development shells.

Procedure: eLearning has created one “CoursePrep_DIVISION” account per division, which will be used by all new hires in that division to access development shells for the courses they’ll be teaching. Division chairs can reach out to their instructional designer with the new hire information; name, email, semester, courses, and if the blank LC State Template or a course content copy of previous course. IDs will then create development shells with the designation TERM-COURSE-ID-DEV-Lastname (ex. SP26-POLS-101-DEV-Wilson) for each course a new hire needs access to (if a course is for the Prison Ed program or Juvenile Corrections, “IDOC” or “JDOC” will be added to the development shell title).

Approval Authority: Approved/reviewed by the Director of eLearning Services and the Provost; November 2026.

F. Teaching Assistant Accounts

Purpose: Course access for Teaching Assistants

Rationale: On occasion, instructors have need of a Teaching Assistant (TA), Tutors, or Peer Mentor (PM) for an LCSC course.

Procedure: To add a TA or PM to a course, the instructor should collect the name(s) and campus email(s) of the person(s) serving as TA, Tutor, or PM. Once the information is compiled, the instructor will forward it to the Division Chair along with the information the course they will be working in (e.g. 2023SP-ED-321-60).

Upon approval from the Chair, the instructor will then have the TA, Tutor, or PM complete the Registrar's FERPA tutorial before forwarding the course information, name(s), and email(s), along with the approval email, to helpdesk@lcsc.edu. Approved nominations will be processed by the Instructional Technology Administrator within three business days of receipt. The Instructional Technology Administrator will notify the instructor once the assignments have been created. The course role in Canvas to be used for TA/Tutor/PM is "TA".

G. Non-LC State Teaching Assistant Account

Purpose: Authorizing and enrolling external Teaching Assistants, not associated with LCSC.

Rationale: This policy outlines procedures for authorizing a teaching assistant who is not an employee or student at LC State, for an LC State course.

Procedure: The process will begin with a Memorandum of Agreement (MOA) created by the Director of eLearning Services. Request for creation of the MOA should be emailed to eLearning@lcsc.edu and originate from the respective Dean, on behalf of the instructor. This request should include the name, email address, and birthdate of the potential TA, the instructor of records name, and the course name/ID the TA will be working in. Requests for a TA should be submitted at least two weeks prior to the desired start time of the TA's duties in the course.

The MOA follows standard institutional approval practices and requires permission from the TA, and approvals from the supervising faculty, the Division Chair, the assigned Dean, the Director of eLearning, and the Provost/Vice President for Academic Affairs. The MOA authorizes the TA and determines their time of service (e.g. 2020FA). Before being entered into Canvas, each TA must:

- Complete the Registrar's FERPA tutorial
- Sign an LCSC Confidentiality Agreement provided by Human Resources
- Fulfill any division-specific requirements

Approved MOA's will be processed by eLearning Services upon verification the above tasks have been completed. The TA and instructor will then be notified once the TA's account has been created in Canvas. The course role in Canvas to be used for TAs is called Teaching Assistant (TA).

H. Course Access

Purpose: Access to courses created/taught by other instructors (aka instructor reassignment)

Rationale: In certain cases, a course may need to be accessed by individuals other than the instructor of record or developer. Access will be given only to current LC State employees with permission from the respective Division Chair. In the case where an instructor needs access to a course not in their assigned division, both chairs must give permission for access. Whenever possible, an inactive version of the course will be used due to the need to protect student privacy. Individuals will be added in the 'Observer' role in Canvas.

Procedure: Requests for access should be directed to the Instructional Technology Administrator, via helpdesk@lcsc.edu. Indication of approval by the Division Chair must be included. Requests should include the course ID, course section number, and the semester taught/developed.

I. Vendor Content Adoption

Purpose: Adopted course content created by outside vendors/publishers

Rationale: Canvas allows the adoption of outside content from compatible vendors, via Learning Tools Interoperability, or LTIs. Adopting this content entails specific support actions from the ITA. Examples of these include CengageNow, WileyPLUS, and McGraw-Hill Connect.

Procedure: As each term becomes available via the integration with Colleague, courses will appear in instructor accounts in Canvas. Divisions or instructors who are planning to use new publisher content packages should email helpdesk@lcsc.edu **no later than two weeks before the start of the semester** to ensure product compatibility.

In addition to the email request to the Instructional Technology Administrator, instructors wanting to adopt new publisher content should make an appointment with their assigned Instructional Designer to vet the readiness of the content/source for use. Instructors using outside course content must include access and technical support information for the content/site in their course syllabus. eLS will not provide product support.

J. Incomplete Grades

Purpose: Granting student access to courses in which an “Incomplete” has been granted.

Rationale: An “incomplete,” or “I,” is a status granted as a grade to students by instructors that allows students to complete work on a course after the semester end-date. Granting such status is governed by campus policy. To facilitate completion of incomplete courses housed in the LMS, access to the course for individual(s) receiving the incomplete must be extended.

Procedure: After grades are submitted for a term, the Instructional Technology Administrator will extract a list of all incompletes granted via a Colleague query. Sections bearing incompletes will be processed in order of the expiration dates of those incompletes. Those sections will only be made available to the students granted an extension to complete the course, and access will end once the incomplete is completed or expires. Courses bearing incompletes will be archived (Policy K – Course Archiving) after the incompletes expire.

K. Course Archiving

Purpose: Online Course Archiving

Rationale: Per Idaho State Board of Education (ISBOE) records retention schedule SG18306, departmental gradebooks must be retained for four (4) years after the end of any given term. eLearning Services (eLS) and Informational Technology (IT) comply with this ISBOE requirement for online courses by creating and storing end of the term copies of online courses, commonly called “course archives.”

Procedure: After final grades are posted for a term, the term becomes inactive in the LMS and becomes the de facto archive. Archive copies will be backed up as part of the LMS provider’s service guarantees. Archives may not be accessible after the four-year retention period. To ensure the archive is secure, courses will unpublish for students on the Sunday following finals week at 11:59pm and move to read-only status for faculty on the Wednesday following finals week at 12:00pm each semester.

L. Section Merges

Purpose: Merging of course sections in Canvas

Rationale: Instructors often prefer to have multiple sections of the same course merged in to one section to reduce workload. There are two ways to accomplish this goal: cross-listing in the SIS, Colleague, or by section merging within Canvas.

Procedure: To request a section merge for a WEB course, an email should be sent from the Division Chair to the Instructional Technology Administrator at helpdesk@lcsc.edu. For LEC & HYB courses, an email can be sent to helpdesk@lcsc.edu directly from the instructor. Sections that are already cross listed in Colleague cannot be merged in Canvas.

M. Alternative Term Courses

Purpose: Setting up courses that run outside of traditional academic semesters

Rationale: Some divisions have courses, for the purpose of practicum or field experience, that run outside the parameters of a normal semester. These courses must be set up manually to allow the course dates to align with course access for students.

Procedure: To request a course space for an alternative term course, an email chain showing the request from the instructor and approval from the Division Chair must be submitted to the Instructional Technology Administrator at helpdesk@lcsc.edu. The following information must also be provided: Course name/ID, projected “live dates” for each course, and the instructor(s) for each section. The Instructional Technology Administrator will create the terms and add any relevant individuals, then will contact the instructor once the terms are set-up.

N. Developmental Course Shells

Purpose: Requesting a developmental shell for a course to be taught in future semesters

Rationale: To assist with future course development, this allows instructors space in which to work in the LMS outside of the live semesters. Developmental terms have been created in the LMS and course shells may be added by request.

Procedure: To request a course shell in a developmental term, a request should be sent to eLearning@lcsc.edu. The following information must also be provided: Instructors' name, course name, course ID (ex. - 2023SP-MATH-101-01), and the semester it will next be taught. The assigned Instructional Designer will create the course shell in the appropriate term, then contact the instructor once the shell is set-up.

O. Organization Course Shells

Purpose: Requesting an organization shell for non-matriculating courses

Rationale: This type of course allows instructors, clubs, student services offices, etc. a space to communicate information with their students/members outside of a graded course.

Procedure: To request an organizational course shell, an email chain showing the request from the requester (instructor) and approval from the Division Chair, Dean, or VP of that area must be submitted to eLearning@lcsc.edu. The following information must also be provided: instructors' name, requested course name, and any other individuals who will need development access. eLearning will create the course shell, then contact the instructor once the course is set-up.